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ABSTRACT

The traditional two-teacher school in Queensland is high-set, providing two classrooms, services room, and verandah upstairs, and a concreted area underneath. This plan re-arranges the traditional two-teacher school to fit a linear multiple-area plan (which can, with minor variations, be adapted to up to a four-teacher school). The plan encompasses folding partitions which allow the two classrooms to become an open teaching space in which two teachers teach co-operatively. For convenience, these teaching areas are referred to in this report as teaching areas one and two. Generally the plan calls for this area to be left open so that the pupils will have total space, but, when it is considered necessary, the folding partitions are drawn to provide two separate rooms. Flexibility is the key-note in furnishings and usages. Teaching area one provides for a mathematics area, a science area, an audiovisual trolley, and a tidy-box holder. Area two provides a language arts area, a library, and a social studies area. The verandah is now the wet area for art and craft activities, and the services room has a variety of functions, among them use as principal's office, staff room, sick bay, and duplicating room, to mention a few. (AH)

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REARRANGING THE TRADITIONAL
TWO-TEACHER SCHOOL TO FIT THE LINEAR
MULTIPLE-AREA PLAN

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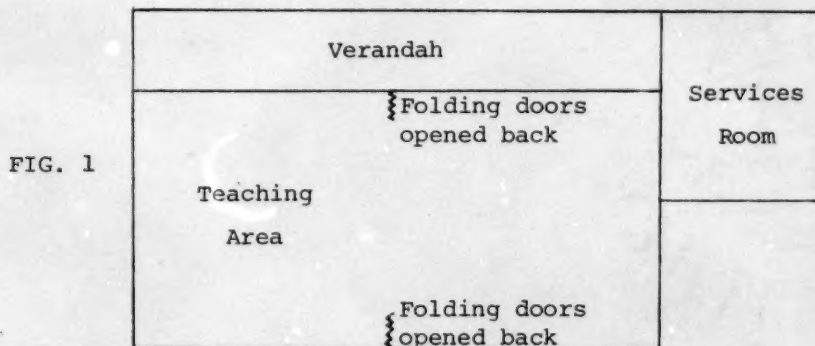
REARRANGING THE TRADITIONAL TWO-TEACHER SCHOOL

TO FIT THE LINEAR MULTIPLE-AREA PLAN

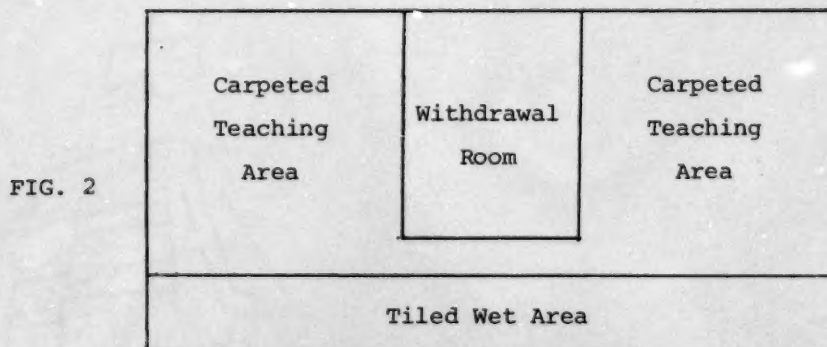
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The influence of grading as a form of school organization may be seen in the type of school buildings constructed in Queensland. Design has taken the form of a series of boxes placed side by side, on top of each other and so on. Size has determined the number of boxes erected on a particular site; a school with an enrolment of six hundred pupils has approximately twenty such boxes while a school with an enrolment of fifty pupils has two. The latter, the two-teacher school, has tended to favour a particular design. Figure One shows its basic floor plan



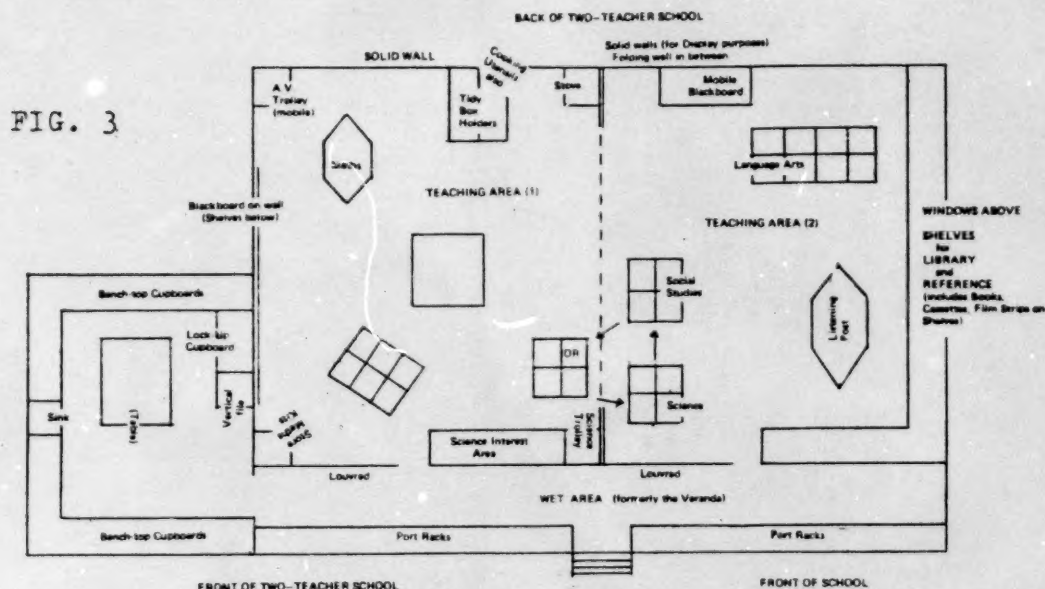
Only in recent years has a new school design, the multiple-area school, emerged. There are variations of this design but the Department of Education appears to have settled for the linear block. Figure Two shows its basic floor plan.



A comparison of Figures One and Two shows a close similarity between

verandah of the two-teacher school may double as withdrawal room and wet area respectively.

With this in mind, we have re-arranged a traditional two-teacher school to fit the linear multiple-area plan. See Figure Three. Though we selected a two-teacher school for this exercise, it should not be thought that this reorganization applies only to that particular size of school. With minor variations, the one, two and even four-teacher school may be set up in a similar manner.



The remainder of this paper explains the arrangements in Figure Three and embodies the philosophy that, "space is our greatest need in schools today. Teachers need to look critically at every square foot of the building, for few schools can afford to have any space out of use for much of the day." ¹

UPSTAIRS

The traditional two-teacher school is high-set providing two classrooms, services room and verandah upstairs and a concreted area underneath.

With the folding partitions opened back, the two classrooms become an open teaching space in which the two teachers teach co-operatively. For convenience, we have labelled the floor space as "teaching area one" and "teaching area two". Generally this area is left open so that the pupils will

have access to the total space but when it is considered necessary, the folding partitions are drawn to provide two separate rooms. The latter may be employed, for example, when one teacher is supervising a group of students in a noisy or visually distracting activity, while the other is taking the remainder for some quieter aspect of their work.

The furniture includes a variety of styles, in fact any type, provided it is mobile. Flexibility is the key-note and in Figure Three, we have demonstrated only one possible arrangement with the understanding that the furniture may be moved according to need.

TEACHING AREA ONE

This area has provision for a mathematics area, a science area, an audiovisual trolley and tidy-box holder.

The mathematics area includes a nest of desks at which pupils work from either chalkboard, overhead transparencies or card material. An arrangement of trapezoidal tables provides space for group work and a centre table houses manipulative materials. The corner is used to store kits and the like.

In the science area, the trolley holds materials for experiments. An old table serves as a science interest area making space available for an aquarium, a terrarium, rock collection, mineral collection or whatever may be the pupils' current interests. A nest of tables at which children work on science activities, research, microscopes or group projects is set up. Note that pupils may use three sets of tables in the centre of the total area if required.

The audiovisual trolley provides room for a television set, a strip/slide projector, an overhead projector or film projector. It is wheeled into place holding the piece of hardware that is required at a given time.

The two tidy-box holders are placed back-to-back. One side holds the boxes belonging to the older children while the other houses the cooking

utensils for the stove nearby and any extra tray boxes. For the younger children, we feel that it is better to have bags which hang on the backs of chairs.

TEACHING AREA TWO

This area has provision for a language arts area, a library and social studies area.

In the language arts area, a nest of tables affords room for activities such as writing. The listening post gives ample opportunity for groups of children to listen to a story for comprehension or pleasure, to participate in spelling and dictation exercises and so on. Adjacent to the listening post are colourful scatter cushions and a bean bag.

The library includes fiction, non-fiction and reference sections composed of book and non-book materials.

A mobile chalkboard with shelving and display space is a feature of the social studies area. As well, two or three nests of tables in the centre of the total area may be used for related activities depending on the particular project and the number of students involved.

VERANDAH

The verandah is now the wet area for art and craft activities. It is felt that the addition of a suitable floor covering, e.g. vinyl tiles would greatly increase the utility of this area. Hardboard, placed on top of the rungs in the port racks, provides shelves for storage. Materials are made safe by the addition of sliding, hardboard doors, fitted with locks.

SERVICES ROOM

This room has a variety of functions, principal's office, staff room, sick bay and duplicating room to mention a few. In addition it is also used as an area in which pupils may carry out quiet individual study or where a group may work on its own. In other words, it is a withdrawal room.

DISPLAYS AND DESKS

Accepting the philosophy that, "display is a teaching technique", ^{2.} and that, "children learn from everything around them," ^{3.} the pupils' work is displayed on the walls in the middle sections of the teaching spaces, on either side of the chalkboards and on the folding partitions. Lengths of caneite have proved useful for this purpose. Wire with hessian hanging from it and strung across sections of the building also provides useful display space.

As the floor is carpeted, there is no need for each pupil to have a home desk. A helpful parents' and citizens' association or a resourceful teacher will do much to add the extra trimmings such as carpet. Witness the following statement made by a former principal of the Keppel Sands State School, a one-teacher school,

"The local floor covering firm has supplied offcuts of carpet, which has enabled us to carpet almost the entire school. This particular firm is so keenly involved that they now act as scouts for extra carpet. When they lay a carpet for a client they ask if the used carpet is of any further use. If the reply is a no, and if parts of the carpet are usable the firm mentions the school and it is ours." ^{4.}

In our modified two-teacher school, the desks are arranged so that the children may use them when required.

UNDER THE SCHOOL

Under the school is yet another teaching space. Activities that take place here include movement, folk dancing, singing, radio broadcasts, instrumental recitals, drama and puppetry.

THE GROUNDS

Mindful that, "a great deal of the most important experience and learning takes place outside the school and very often the teacher will draw upon this to support learning in the class," ^{5.} the school grounds are seen as providing useful teaching areas. Under the trees is a pleasant setting for reading, drama and music. The paths, the basketball court and the tennis

court are ready made areas for activities in mathematics. The vegetable garden, the forestry plot and the grounds generally, suit themselves to practical work in science.

GENERAL COMMENT

It appears from what we have presented in this paper that the linear multiple-area block is not really an innovation in school architecture as far as the small school is concerned. Linear multiple-area schools, minus the trappings of carpets and the like, have been in existence for a number of years but until recently, they have not been recognized as such because of the strong influence of grading in Queensland education.

Small school teachers, unlike their larger school counterparts in some instances, have a significant advantage in the respect that the architecture of their building does not inhibit them in any way from moving towards openness or from employing whatever form of school organization they may deem appropriate. One of the major advantages of the multiple-area school is that it does not impose a particular form of school organization on teachers.

"The teacher should have the right to select those methods which, in his professional opinion, best suit the circumstances of the time or the particular group of children under his charge." 6.

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